

R H Fulmer Middle
1614 Walterboro Street
West Columbia, SC 29170

Grades	6-8 Middle School	
Enrollment	649 Students	
Principal	Dixon Brooks	803-822-5660
Superintendent	Barry F. Bolen	803-739-8399
Board Chair	Jerry S. Chitty	803-739-4708

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	5	33	10	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No

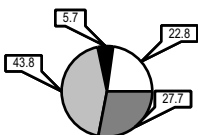
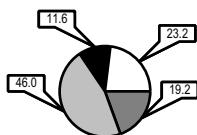
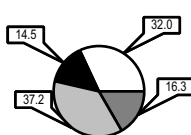
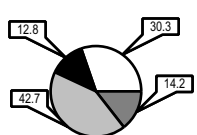
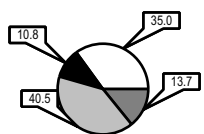
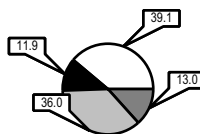
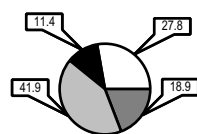
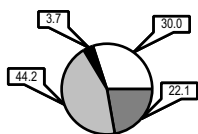
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	647	99.9	22.4	43.3	27.4	6.8	46.6	Yes	Yes
Gender									
Male	333	99.7	26.7	42.3	25.7	5.3	41.3		
Female	314	100.0	18.0	44.4	29.2	8.5	52.1		
Racial/Ethnic Group									
White	427	100.0	20.7	40.8	31.0	7.6	50.9	Yes	Yes
African American	203	99.5	27.9	48.8	19.8	3.5	36.0	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	50.0	20.0	30.0	60.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	550	100.0	16.1	45.9	31.4	6.6	52.3		
Disabled	97	99.0	58.6	28.7	4.6	8.0	13.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	647	99.9	22.4	43.3	27.4	6.8	46.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	646	99.9	22.5	43.2	27.4	6.9	46.7		
Socio-Economic Status									
Subsidized meals	338	99.7	28.4	46.9	19.1	5.6	36.6	Yes	Yes
Full-pay meals	308	100.0	16.0	39.5	36.3	8.2	57.3		

Mathematics – State Performance Objective = 36.7%									
All Students	647	99.9	22.6	45.5	19.0	12.8	46.2	Yes	Yes
Gender									
Male	333	99.7	23.3	43.3	18.3	15.0	47.7		
Female	314	100.0	21.8	47.9	19.7	10.6	44.7		
Racial/Ethnic Group									
White	427	100.0	18.9	45.6	21.2	14.4	52.1	Yes	Yes
African American	203	99.5	32.6	45.9	14.0	7.6	31.4	Yes	Yes
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	30.0	20.0	50.0	70.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	550	100.0	17.7	47.3	21.7	13.3	50.7		
Disabled	97	99.0	50.6	35.6	3.4	10.3	20.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	647	99.9	22.6	45.5	19.0	12.8	46.2		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	646	99.9	22.6	45.5	19.0	12.9	46.3		
Socio-Economic Status									
Subsidized meals	338	99.7	29.0	49.2	12.5	9.2	34.7	Yes	Yes
Full-pay meals	308	100.0	15.7	41.6	26.0	16.7	58.7		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	647	99.9	31.5	37.3	16.1	15.1	31.2
Gender							
Male	333	99.7	29.7	36.7	16.0	17.7	33.7
Female	314	100.0	33.5	38.0	16.2	12.3	28.5
Racial/Ethnic Group							
White	427	100.0	27.2	36.0	18.4	18.4	36.8
African American	203	99.5	41.3	41.3	11.0	6.4	17.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	20.0	30.0	10.0	40.0	50.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	550	100.0	25.6	39.0	18.5	16.9	35.4
Disabled	97	99.0	65.5	27.6	2.3	4.6	6.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	647	99.9	31.5	37.3	16.1	15.1	31.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	646	99.9	31.6	37.2	16.1	15.1	31.2
Socio-Economic Status							
Subsidized meals	338	99.7	41.3	35.3	13.9	9.6	23.4
Full-pay meals	308	100.0	21.0	39.5	18.5	21.0	39.5

Social Studies							
All Students	647	99.9	29.8	42.3	14.4	13.5	27.9
Gender							
Male	333	99.7	27.7	40.3	16.7	15.3	32.0
Female	314	100.0	32.0	44.4	12.0	11.6	23.6
Racial/Ethnic Group							
White	427	100.0	26.4	41.6	17.1	14.9	32.0
African American	203	99.5	38.4	44.2	8.7	8.7	17.4
Asian/Pacific Islander	6	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	11	100.0	0.0	50.0	10.0	40.0	50.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	550	100.0	23.7	46.1	15.3	14.9	30.2
Disabled	97	99.0	64.4	20.7	9.2	5.7	14.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	647	99.9	29.8	42.3	14.4	13.5	27.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	646	99.9	29.8	42.2	14.4	13.6	28.0
Socio-Economic Status							
Subsidized meals	338	99.7	39.3	40.6	10.6	9.6	20.1
Full-pay meals	308	100.0	19.6	44.1	18.5	17.8	36.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	98.0	29.4	33.2	30.5	7.0	37.4
	7	223	99.1	24.3	49.5	23.8	2.3	26.2
	8	219	99.1	21.8	49.8	22.3	6.2	28.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	28.6	38.2	24.1	9.0	33.2
	7	203	99.5	18.1	50.0	28.6	3.3	31.9
	8	218	100.0	20.3	44.3	30.7	4.7	35.4
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	195	98.0	21.9	34.8	26.2	17.1	43.3
	7	223	99.1	29.0	42.1	15.0	14.0	29.0
	8	219	99.1	29.4	49.8	14.2	6.6	20.9
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	14.1	48.7	24.1	13.1	37.2
	7	203	99.5	23.1	38.5	20.9	17.6	38.5
	8	218	100.0	31.3	51.0	13.0	4.7	17.7
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	33.7	33.2	18.1	15.1	33.2
	7	203	99.5	31.9	36.8	13.7	17.6	31.3
	8	218	100.0	29.2	42.2	17.2	11.5	28.6
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	226	100.0	29.6	35.2	14.1	21.1	35.2
	7	203	99.5	32.4	42.3	15.9	9.3	25.3
	8	218	100.0	27.1	52.1	13.0	7.8	20.8

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 649)				
Students enrolled in high school credit courses (grades 7 & 8)	17.0%	Down from 27.9%	19.9%	15.5%
Retention rate	1.8%	Up from 0.9%	3.0%	3.0%
Attendance rate	96.4%	Up from 96.0%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.8%	Down from 5.4%	4.6%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.8%	Down from 5.1%	4.2%	4.6%
Eligible for gifted and talented	24.4%	Up from 22.3%	18.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.7%	Up from 13.3%	13.7%	13.6%
Older than usual for grade	1.8%	Down from 2.8%	3.8%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Down from 2.2%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	69.6%	Down from 71.1%	51.6%	51.8%
Continuing contract teachers	80.4%	Down from 88.9%	80.4%	78.1%
Highly qualified teachers	97.6%	Up from 86.7%	91.1%	89.6%
Teachers with emergency or provisional certificates	2.4%	Down from 4.8%	4.2%	6.0%
Teachers returning from previous year	90.5%	Down from 91.2%	87.4%	85.4%
Teacher attendance rate	96.1%	Down from 96.4%	95.2%	94.9%
Average teacher salary	\$44,144	Up 2.3%	\$41,588	\$41,328
Prof. development days/teacher	12.0 days	Down from 16.1 days	11.6 days	11.5 days
School				
Principal's years at school	0.5	Down from 5.0	3.3	3.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 22.3 to 1	22.2 to 1	21.3 to 1
Prime instructional time	91.7%	Up from 91.2%	89.5%	89.3%
Dollars spent per pupil*	\$6,631	Up 17.2%	\$5,839	\$6,022
Percent of expenditures for teacher salaries*	70.1%	Up from 69.5%	61.4%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.5%	Down from 94.6%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.5%		89.4%	
Highly qualified teachers in high poverty schools	89.3%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fulmer Middle School continues to follow our SACS School Improvement Plan to address needed improvements for our students. Based on our action plan's three key objectives, (1) character education teaching and service opportunities, (2) a focus on using student data to positively impact teaching styles, classroom strategies and environment, and (3) improved student achievement, our school continues to seek innovative and diverse ways to implement this plan. Focusing on these initiatives guided our faculty to adopt and continue well-known researcher Mike Schmoker's philosophy of allowing data to drive academic decisions and classroom instruction for the past three years. Our staff completed an in-depth book study of *The Differentiated Classroom: Responding To The Needs of All Learners* by Carol Ann Tomlinson. Using student data collected from a variety of sources, areas needing improvement were more clearly identified. Our staff set goals to address the targeted deficiencies focusing specifically on the individual student. Beginning January 2005, our school established morning RIT Focus Lesson classes based on data from each student's MAP testing results. These classes changed subject and skill focus every two weeks and matched instruction with each student's strengths and weaknesses. Following this initiative for an entire school year brought a deeper understanding of our students, the way they learn, and how we teach them.

Our students continue to shine through involvement in both school and community extracurricular activities. Fulmer students brought pride to our school by winning the District Lt. Governor's Essay Contest and District Spelling Bee. Fulmer continues to climb up the academic placement ladder with our Technology Student Association programs. This extraordinary group of students won first place overall in the state and brought home the Chapter Excellence Award for the third straight year. Once again our band, chorus and strings programs all earned "Superior" ratings at both regional and state competitions. President George Bush recognized three students as Principal Merit Honor Winners for volunteer service. An expansion of course offerings for first year musicians in the 7th and 8th grades allowed the inclusion of more students into the arts programs. The existence of our Honors Art courses continues to produce student products far above the average middle school level. Students at Fulmer were once again offered a rewarding exploratory experience with the introduction of Spanish, piano keyboarding, and student mentoring with other students in our special education program. Rounding out the middle school experience, palm pilots funded by a grant allowed our students to use technology to maintain a personal fitness log in their quest for a Presidential Fitness Award. Our school's focus on fitness enabled an unprecedented number of our students to compete in Airport High School's wrestling program, as well as representation on the golf, tennis, softball, basketball, baseball and girls' soccer teams.

Building renovation, updates and an additional wing expansion will be completed this summer. In order to offer a middle school experience such as this one, a school must continue to hire and retain highly qualified and diversely talented people. Our staff continues to grow professionally by applying for National Board Certification, pursuing advanced degrees and certification, and obtaining Highly Qualified status required by the No Child Left Behind Act. Fulmer Middle School continues to work with its ever-changing population to meet the needs of our students, parents, and community.

Lisa L. Foster, Principal
Sheila Stahlberger, SIC President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	45	194	37
Percent satisfied with learning environment	82.2%	69.8%	77.1%
Percent satisfied with social and physical environment	93.3%	72.5%	63.9%
Percent satisfied with school-home relations	60.0%	75.1%	69.4%

*Only students at the highest middle school grade level at this school and their parents were included.